

English 10 Course Syllabus

2015-2016

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Course Overview

In English 10 we will work hard to improve our reading, writing, speaking, listening, and thinking skills. We will do this by reading, discussing, writing about, and creating many different kinds of challenging literature. As 10th graders, you are no longer new to high school and are now accustomed to its demands. This gives you the opportunity to do your very best and start considering not only the contents of the texts we read, but also what they have to tell us about larger issues, and why they are constructed the way they are, and why they are constructed at all.

Course Essential Question

Why do people tell stories?

Materials You Will Need

Please bring the following materials to every class:

- A working writing utensil (a pencil and/or a blue or black ink pen)
- The book we are currently reading and studying together
- A composition notebook
- A binder or folder for storing handouts, graded assignments, and work-in-progress
- Loose-leaf paper (for work that is handed in)
- Your school planner (to record your homework and other deadlines)

Grading

Major assessments	60%
Homework	20%
Classwork	10%
Participation	10%

To earn credit, your work should reflect your own original thoughts and words, except where you indicate otherwise via citation.

Washington Latin Late Work Policy

Daily Homework

The point of daily homework is to advance a student's learning through independent practice and/or exploration. Homework and classwork are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will not receive any credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

Long-Term Projects

Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.

How to Be: An Invitation

I recently studied *The Analects*, a collection of the teachings of the ancient Chinese philosopher Confucius. Among other things, the *Analects* offer a vision of how to live, which could perhaps be summed up in the following passage:

“The way (*dao*) of the Master is doing one's utmost (*zhong*) and putting oneself in the other's place (*shu*), nothing more.” (*Analects* 4.15)

Another passage further explains the concept of *shu*:

“Do not inflict on others what you yourself would not wish done to you.”
(*Analects* 15.24)

This seems to me like a good way to be, both in English 10 and in life. I will be striving to follow the way of the Master this school year; I invite you to do the same.

Syllabus Signature

Please review this syllabus with your parent(s)/guardian(s). Then, please sign below to indicate that you have read and understand what is mentioned in this syllabus.

Student Name (printed): _____

Student Signature: _____ Date: _____

Parent/Guardian (1) Name (printed): _____

Parent/Guardian (1) Signature: _____ Date: _____

Parent/Guardian (2) Name (printed): _____

Parent/Guardian (2) Signature: _____ Date: _____

Parent(s)/guardian(s), please write anything you would like me to know about your student or family below. Student, please also write anything you would like me to know about you below. (This is optional.)
